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ABSTRACT

This compilation of training objectives was designed to assist in developing needs assessments and in designing inservice training programs for teachers of handicapped children. Documents on competencies were collected from the National Inservice Network (NIN) training programs for regular education personnel and from the Dean's Grant Network at the University of Minnesota. Documents were analyzed by special education administration doctoral students and by seven NIN project directors. It was decided to replace the term "competencies" with "objectives" and to list them under eleven broad categories of training priorities. Under each training priority, objectives are grouped by instructional units, then by training topics. Nearly 700 objectives are listed. Citations referring to NIN training materials are included for many objectives. The training priority topics are: (1) mainstreaming and public policy; (2) characteristics of handicapping conditions; (3) use of resources; (4) individualized educational management; (5) schoolwide planning, roles, and inservice training; (6) teaching techniques; (7) classroom management; (8) curriculum; (9) assessment and evaluation; (10) communication and human relations; and (11) professionalism. (JD)

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A LISTING OF ALTERNATIVE TRAINING OUTCOMES FOR INSTRUCTIONAL PERSONNEL ENGAGED IN THE EDUCATION OF THE HANDICAPPED

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INTRODUCTION

With the passage of Public Law 94-142, the Education of All Handicapped Children Act, the Bureau of Education for the Handicapped revised its training priorities to support model training programs for regular education instructional, supportive and administrative personnel. This priority area, known as the Regular Education Inservice Priority (REGI), covers over 230 projects in almost every state. These projects have been organized by the Bureau into a resource sharing and information network known as the National Inservice Network (NIN). The NIN is housed at Indiana University and has for the past 18 months been operating as the resource identification and dissemination arm of the Network.

The need for a guide to assist educational planners and other leadership personnel in the design of professional development activities for regular education and special education personnel has been consistently documented prior to the passage of P.L.94-142 and certainly since that time. Two key provisions of the law underscore this need: (a) the requirement that individual educational plans (IEPs) be developed with all significant professional and supportive personnel, including parents; and (b) that the educational program be implemented in the least restrictive environment (interpreted as the place where the child can most appropriately be educated according to his IEP). But what is the range of knowledge and skills needed by educators to carry out these requirements?

Many of the National Inservice Network projects were identified by our project information specialist, Daniel Cline, as having developed listings of competencies regular educators needed to have in order to effectively educate handicapped children in the least restrictive environment. Several were in the process of validating those listings. Stanley

Fagan, staff development consultant from Montgomery County, Maryland was one of these project directors. It was Dr. Fagan's suggestion that the Network consider the development of a document which would compile the types of behaviors that many of the project directors had identified and others which they use, in designing training interventions. This document is the result of that suggestion.

It is important to stress that this compilation or listing of alternative training priorities and example training outcomes is not considered to be a validated list of statements that carry the endorsement of a professional group currently involved in this training. Rather this compilation was developed to assist those with the responsibility to develop needs assessments and from those needs assessments design inservice training programs for personnel who will become or are currently engaged in providing educational opportunities to handicapped children. Hopefully, others can benefit from the combined expertise of a group of our project directors who have spent a great deal of time in designing their own interventions, seeking further validation for these training priorities and outcomes. Opportunities to share at another time, in other ways, the results of their own applications are anticipated.

This is truly one of the first major cooperative efforts that NIN has been able to produce in conjunction with a sample of our project directors. These project directors

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worked very closely with both editors, Daniel Cline and Stanley Fagan in the production of this document. Most importantly, their collaborative

effort represents an attempt by a group of professionals to share their combined expertise with their colleagues in the Network and with other interested parties. The Network was established to serve primarily the project directors and assist them in their implementation activities. But early on, project directors in the Network indicated that it would serve both their purposes and the purposes of their projects to share their learnings. The National Inservice Network does provide a forum for sharing their learnings and for the dissemination of their products.

I would like to say thank you to all the project directors involved here and commend them on their fine effort. Special thanks go to Jan Brown who worked with Dan Cline and Dr. Fagan in the early refinement and certainly to the fine work of Ms. Brown, Ms. Calkins and Ms. Baker who initially put together the stimulus document that was used by the project directors for review and study. Finally, a number of support personnel at NIN, Jane McGirr and especially Pat Schwarz, were involved in the revision and final typing of the manuscript. Dan Cline of the NIN staff was deeply involved in the project from its original conception to the completion of the final document. He, along with Dr. Fagan, have made this first collaborative effort at NIN a reality.

Leonard C. Burrello
Associate Professor and
Project Director
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APPENDIX

DESCRIPTION OF COMPILATION PROCESS

Fourteen competency documents (see appendix) were collected from training programs across the network off regular education inservice training projects funded by The Bureau for the Education of the Handicapped. In addition, those gathered by Michigan State from the Dean's Grant Network (University of Minnesota) were a major source. The compilation process lasted from April, 1979 through November and involved several revisions and four levels of analysis.

Level I Analysis

The original competency listings were analyzed by a team of three special education administration doctoral students. Throughout the compilation process, each person's work was checked by at least one other team member. The analysis and compilation process included four stages: (1) Each complete set of competency documents was read thoroughly. Team members agreed upon twelve general areas which reflected the range of competency areas and did not overlap; (2) Each competency statement was categorized according to one of the twelve general areas; (3) for each general area, sub-categories were identified from a content analysis of the competency statements. Once sub-categories were identified, each competency statement was re-examined and assigned to the appropriate sub-category. Obvious duplications were eliminated at this time; (4) Each competency was again analyzed and the main concept in the statement was identified. An attempt was made to further weed out competency statements which were too broad or general or which represented substantive duplications. When several competencies were clearly overlapping, statements were eliminated or retained based upon criteria of exclusiveness and specificity.

Level II Analysis

This first iteration was developed for review by an ad hoc task force of seven project directors chaired by Stanley Fagan of Montgomery County Public Schools, Rockville, Maryland. This group reviewed the document at a meeting in Dallas and outlined the remaining steps in the process. They decided that the word "competencies" would not be used. Instead, it was felt that the competencies should be considered "objectives" listed under "training priorities" within the twelve general categories.

At this meeting it was decided that Stanley Fagan and Dan Cline would develop a second iteration independently for comparison. The task was to group or cluster the objectives under each of the twelve major categories into training focus statements. To do this, the objectives under each heading were generically re-sorted and a focus statement was developed which, in personal judgment, best represented that subgroup of objectives. This second iteration in its two versions was exchanged by mail and discussed over the telephone to check for agreement on the objectives and to decide on clarity of language. This resulted in an in-

dex which listed the objectives by their reference numbers from the original document, broken out by eleven broad categories, several sub-categories, and numerous smaller clusters under those sub-categories. This work was accomplished mostly by Jan Brown and Stanley Fagan.

Level III Analysis

The index or outline version was mailed to members of the ad hoc task force which originally met in Dallas. This group of project directors (see title page) compared the index to the original, checking for overall clarity, scope, and specificity. They provided much valuable feedback and made numerous recommendations regarding language consistency, proper placement of objectives and appropriateness of the way objectives were grouped.

Level IV Analysis

Feedback from these project directors was used in preparing the final document. This required moving numerous objectives as well as rewriting most of them for consistent language. An additional recommendation - to cross-reference training topics with training materials - was done at this time.

Organization of the Documents

The guide is arranged broadly across eleven categories, or training priorities. Under these priorities, the objectives are grouped by instructional units, then further by training topics. There are nearly 700 objectives in this guide.

Along the right hand margin of many pages you will find columns of numbers. These numbers are the accession numbers of inservice training materials collected from across the Network and described in our Resource Directory. An effort was made to reference materials adjacent to the training topics they address.

The last two pages list the source documents from which the objectives were taken. Throughout the text, these sources are referenced by number in parentheses after the objectives they contributed.

We are interested in any constructive feedback users or readers may have. Please address comments to Leonard C. Burrello, Project Director, National Inservice Network.

D. Cline and S. Fagan, editors

UNIT A: Laws and Regulations

*TOPIC: Legislation for education of the handicapped, P.L.94-142, Section 504

OBJECTIVES

1. Understand the legislative components of P.L.94-142, Section 504 of the Rehabilitation Act, and the State Comprehensive Special Education Plan. (13) — M9011 9099 9098 9094 9037
2. Know the definition and meanings of "related services" as given in P.L.94-142. (11) — 9036 9054 9058
3. Know P.L.94-142 terminology and definitions (e.g., "least restrictive environment", "free appropriate public education"). (13) — 9049 9045 9019 9017
4. Be able to specify provisions in P.L.94-142 regarding each of the followng: — 9014 9013
   a. Individual Education Plans — 9006
   b. Least Restrictive Environment — 9024
   c. Due Process — 9023
   d. Local Committee on the Handicapped — 9004
   e. Project Child Find — 9046
   f. Referral procedures
   g. Non-discriminatory testing
5. Understand the legal basis and implications of mainstreaming of exceptional children with emphasis on P.L.94-142. (3)
6. Be able to demonstrate knowledge of how a teacher should respond to legal rights of children and parents. (1)
7. Know the rights of the handicapped and the concepts of due process and periodic review as they pertain to educational services. (13)
8. Know the provisions of procedural safeguards requirements. (13)

*TOPIC: Historical and Philosophical Antecedents

OBJECTIVES

9. Know the historical background which culminated in the passage of Public Law 94-142. (11)
10. Know the purpose and philosophy of P.L.94-142. (11)

MAINSTREAMING AND PUBLIC POLICY: Laws and Regulations Continued

11. Know the forces that operate on behalf of the handicapped and gifted to include legislation, litigation, and advocacy groups. (13)

12. Describe the provisions made for the education and/or case of handicapped persons across several major historical periods. (6)

13. Have a basic grasp of the history and philosophy of mainstreaming. (1)

14. Understand the philosophical and social bases of special education services. (13)

15. Understand, as a social force, the place in society of handicapped and gifted individuals. (13)

*TOPIC: State Laws and Guidelines

OBJECTIVES

16. Know the State Laws and State Department of Education guidelines for programs for exceptional children. (12)

*TOPIC: Judicial Actions M9017 9014

OBJECTIVES

17. Be familiar with the major issues behind landmark itigation on behalf of handicapped children.

UNIT B: Least Restrictive Environment and Mainstreaming

*TOPIC: Definitions, Rationale, Principles, and Models M9100 9099

OBJECTIVES 9046 9075

1. Describe the "normalization principle" as it applies to the handicapped. (1) 9017 9022 9021

2. Be familiar with the concept of least restrictive environment. (11) 9020 9098 9094

3. Be familiar with least restrictive placement possibilities. (13) 9037 9036 9055

4. Specify what mainstreaming is and what it is not. (6) 9054 9052

5. Explain the rationale for mainstreaming mildly handicapped children. (12) 9058 9057

MAINSTREAMING AND PUBLIC POLICY: Least Restrictive Environment and Mainstreaming Continued

6. Have a basic knowledge of various mainstreaming models; e.g., consulting teacher, diagnostic prescriptive teacher, itinerant teachers, resource rooms, special education classes, etc. (1) — M9062 9063 9050 9049 9048

7. Compare and contrast the major factors of mainstream education with those of traditional special education. (13) — 9047 9045 9086 9019 9013 9026 9024 9023 9004

*TOPIC: Criteria for Matching Students to Different Educational Settings

OBJECTIVES

8. Have an understanding of appropriate instructional settings for the handicapped. (13)

9. Identify educational programs for children who require special services and facilities to maximize their potential. (1)

10. identify criteria for predicting success of handicapped students in different educational environments. (13)

*TOPIC: Parent and Community Involvement — M9035 9060 9068 9080

OBJECTIVES

11. Understand the importance of parents and the community as participants in a mainstreaming program. (1) — 9028 9004 9003

12. Be able to involve parents in making placement decisions for their children. (1) — 9001 9099 9052 9062 9061 9071 9017 9015 9022 9040 9039 9064 9049

MAINSTREAMING AND PUBLIC POLICY: Administrative Procedures

UNIT C: Administrative Procedures

*TOPIC: Service Models — M9100

OBJECTIVES

1. Identify the advantages/disadvantages for mainstreaming of various organizational structures, such as self-contained classrooms, team teaching, departmentalization. (6) — 9099, 9094, 9039, 9059, 9057, 9066, 9067, 9088

2. Compare and contrast various administrative models (itinerant teachers, resource rooms, special classes) — 9016, 9002

3. Be familiar with current approaches to the education of the mildly handicapped child in schools today. (5)

*TOPIC: Funding Process and Sources

OBJECTIVES

4. Understand the concept of variability through analysis of the
   a. historical development of educational programs and full service delivery systems for the handicapped and gifted
   b. organization, administration, and supervision of programs for handicapped students in different educational settings. (13)

5. Describe the influence of funding for specific programs on the identification and labeling process (what comes first - the label or the funding?) (6)

*TOPIC: Access to Services

OBJECTIVES

6. Trace the process by which handicapped children become "labeled" (referral to placement). (6)

7. Identify barriers to delivering appropriate services to handicapped children.

*TOPIC: Data Gathering, Program Monitoring

OBJECTIVES

8. Know methods for gathering and recording child achievement data.

9. Know the kinds of data needed to evaluate the effectiveness of instruction.

MAINSTREAMING AND PUBLIC POLICY: Administrative Procedures Continued

10. be able to translate evaluative information for the improvement of instruction.

UNIT D: Issues

*TOPIC: Implications of P.L.94-142 M9100 9098

OBJECTIVE 9063 9049

1. List some of the implications for educators (classroom teachers, special teachers, administrators, support personnel, etc.) of P.L.94-142. (6) 9047 9072 9028 9017

*TOPIC: Pros and Cons of Mainstreaming 9006 9021

OBJECTIVES 9025

2. Recognize the desirability that exceptional children be educated with "normal" children to enhance the development of self-concept, self image, and general mental hygiene. (1)

3. Be familiar with the concerns of the school and community regarding the education of the mildly handicapped. (5)

4. Describe several of the reasons mainstreaming has received support and several reasons it is sometimes opposed. (6)

*TOPIC: Pros and Cons of Labeling

OBJECTIVES

5. Identify differing perspectives on the labeling process. (6)

6. Explain the negative effects of labeling or classifying persons as handicapped. (1)

7. Compare and contrast academic information versus disability labels as aids in planning for instruction. (13)

UNIT E: Attitudes

*TOPIC: Influence of Teacher Behavior and Expectations M9036 9060

OBJECTIVES 9045 9086 9005 9024

MAINSTREAMING AND PUBLIC POLICY: Attitudes Continued

1. Describe the ways in which expectations and stereotypes affect responses, learning, and relationships of children. (13)

2. Understand the influence of teachers on the intellectual growth, social adjustment, and independence of children with these deficits. (1)

*TOPIC: Awareness, Change of Attitudes

OBJECTIVES

M9036
9053

3. Accept humanistic principle (e.g., dignity of man, worth of individual, value of creativity). (1) — 9046, 9084, 9080

4. Describe or be aware of own attitudes toward handicapped persons. (6) — 9078, 9076, 9008

5. Be aware of the attitudes toward disabled children on the part of: parents, teachers, counselors, administrators, "normal" students, and special students. — 9012, 9001, 9024

6. Describe or be aware of attitude differences toward various handicapping conditions (emotional disturbance, perceptual dysfunction, retardation). (6)

7. Be aware of the ways in which differences set people apart. (13)

8. Identify the personality and physical differences which tend to isolate people. (13)

9. Reflect a positive attitude toward non-achieving and non-adapting pupils. (1)

10. Describe rather than evaluate. (1)

11. Stress problem-solving rather than controlling. (1)

12. Show equality rather than superiority. (1)

13. Be able to distinguish between the child and his/her behavior (rejecting behavior rather than rejecting child). (11)

14. Be able to follow through and maintain continuous contact with the problems of each child. (11)

15. Be sympathetic to the concept of least restrictive environments. (11)

MAINSTREAMING AND PUBLIC POLICY: Attitudes Continued

16. Describe or be aware of personal values in relation to mainstreaming. (13)

17. Feel personally adequate and professionally competent to teach handicapped children and youth. (11)

*TOPIC: Empathy for Handicapped Children and Their Families

OBJECTIVES

18. Demonstrate openness to experience. (1)

19. Experience the sensations of failure and of being different. (13)

20. Be familiar with the unique problems of exceptional children and their families. (11)

21. Appreciate the sense of being different as experienced by special students. (13)

TRAINING PRIORITY II. CHARACTERISTICS OF HANDICAPPING CONDITIONS

UNIT A: Normal Child Development — M9035

*TOPIC: Developmental patterns, tasks, and needs — 9052 9063 9044

OBJECTIVES — 9041 9085

1. Understand that exceptional children follow the same patterns of development and have the same needs as the non-exceptional child. (1) — 9027 9023 9004 9055
2. Have knowledge of general child development. (1) — 9043 9042
3. Demonstrate and utilize knowledge about the normal and deviant learning patterns of children and youth. (1) — 9020 9003

*TOPIC: Intellectual (Cognitive) and Perceptual Development — M9024 9028

OBJECTIVE — 9020 9077

4. Have knowledge of intellectual development. (1)

*TOPIC: Physical and Psychomotor Development — M9066 9064

OBJECTIVES — 9080 9077

5. Have knowledge of Fine-motor development. (1) — 9076 9023
6. Have knowledge of gross-motor development. (1)
7. Understand patterns of physical development. (1)

*TOPIC: Social and Emotional Development — M9094 9040

OBJECTIVE — 9035 9034

8. Have knowledge of stages and sequence of social development. (1) — 9066 9079 9089 9008 9023 9004 9103 9020

*TOPIC: Language Development — M9034 9066

OBJECTIVE — 9080 9078

9. Have knowledge of normal language development. (1) — 9027 9024 9004 9003

CHARACTERISTICS OF HANDICAPPING CONDITIONS: Normal Child Development Continued

*TOPIC: Minority Group Problems and Services — M9024

OBJECTIVE

10. Understand the cognitive and behavioral differences of minority children. (11)

UNIT B: Identifying and Programming for Handicapping Conditions

*TOPIC: Mental Retardation: Definition, Criteria, Indicators, Prognosis, and Interventions — M9102 9035 9044 9027

OBJECTIVES

1. Be familiar with the meanings and definitions of mental retardation. (11)

2. Discuss the possible limitations of mental retardation in relation to: the individual, his/her physical environment, and the social value system. (1)

*TOPIC: Specific Learning Disabilities: Definition, Criteria, Indicators, Prognosis, and Interventions — M9082 9096 9035 9087

OBJECTIVES

3. Be familiar with the cognitive, physical, social, behavior, and educational characteristics of sensory handicapped children. (11)

4. Be familiar with the meanings and definitions of neurological impairments. (11)

5. Be familiar with the cognitive, physical, social, behavior, and educational characteristics of neurologically, physically, and orthopedically handicapped children. (11)

6. Have knowledge of the nature and needs of children with motor, perceptual, and visual-motor deficits. (1)

7. Be familiar with the meanings and definitions of specific learning disabilities. (1)

8. Discuss the possible limitations of specific learning disabilities in relation to: the individual, his/her environment and the social value system. (1)

*TOPIC: Emotional Impairment; Definiton, Criteria, Indicators, Prognosis, and Interventions — M9103 9066 9020

CHARACTERISTICS OF HANDICAPPING CONDITIONS: Identifying and Programming for Handicapping Conditions Continued

OBJECTIVES

9. Understand the causes, prevention, characteristics, and treatment of common behavior and attention disorders such as problems associated with aggression, withdrawal, immaturity, socialized delinquency, loss of control, and more aberrant disorders of personality. (13) — 9035, 9065

10. Be familiar with the meanings and definitions of emotional disturbance. (11)

11. Discuss the possible limitations of emotional disturbance in relation to: the individual, his/her physical environment, and the social value system. (1)

*TOPIC: Hearing Impairment; Definition Criteria, Indicators, Prognosis, and Interventions — M9101, 9027, 9023

OBJECTIVES

12. Be familiar with the cognitive, physical, social, behavior, and educational characteristics of hearing impaired children. (11)

13. Be able to recognize signs of hearing problems, identify students with such signs, and refer the students for screening and diagnostic testing. (4)

14. Know the meanings and definitions of sensory impairments. (11)

15. Recognize and describe response patterns which may indicate atypical auditory and visual perceptual auditory and visual perceptual development. (13)

16. Discuss the possible limitations of hearing impairment in relation to: the individual, his/her physical environment, and the social value system. (1)

*TOPIC: Speech and Language Impairment: Definitions, Criteria, Indicators, Prognosis, and Interventions — M9101, 9027, 9004

OBJECTIVES — 9034, 9066, 9080, 9078, 9024, 9003

17. Be familiar with the cognitive, physical, social, behavior, and educational characteristics of speech and language impairment. (11)

18. Be familiar with the meanings and definitions of auditory handicapping conditions. (11)

CHARACTERISTICS OF HANDICAPPING CONDITIONS: Identifying and Programming for Handicapping Conditions Continued

*TOPIC: Visual Impairment: definition, criteria, indicators, prognosis, and interventions

OBJECTIVES

19. Be familiar with the cognitive, physical, social, behavior, and educational characteristics of visually impaired children. (11) — M9064, 9042, 9080, 9077

20. Be familiar with the meanings and definitions of visual handicaps. (11) — 9001, 9027, 9023

21. Understand the nature and needs of children with visual handicaps and the implications for regular classroom programming. (1)

22. Discuss the possible limitations of visual handicaps in relation to: the individual, his/her physical environment, and the social value system. (1)

*TOPIC: Other Health Impairments: definition, criteria, indicators, prognosis, and interventions.

OBJECTIVES

23. Be familiar with the meanings and definitions of health impairment. (11)

24. Be familiar with the cognitive, physical, social, behavior, and educational characteristics of health impaired children. (11)

25. Recognize and describe characteristics of atypical physical development and health-related deficiencies which can affect the normal developmental pattern. (1)

*TOPIC: Multihandicapping conditions: Definitions, Criteria, Indicators, Prognosis, and Interventions.

OBJECTIVES

26. Be familiar with the cognitive, physical, social, behavior, and educational characteristics of multiply handicapped children. (11)

27. Be familiar with the meanings and definitions of multiple handicapps. (11)

28. Discuss the possible limitations of multiple handicaps in relation to: the individual, his/her physical environment, and the social valve system. (1)

CHARACTERISTICS OF HANDICAPPING CONDITIONS: Identifying and Programming for Handicapping Conditions Continued

*TOPIC: Characteristics of Exceptionality: Types, Prevalence, Etiology, Differential Diagnosis

OBJECTIVES

29. Describe those learning difficulties commonly experienced by the mildly handicapped child. (5)

30. Familiar with the cognitive, physical, social, behavior, and learning characteristics of developmentally disabled children and able to make necessary educational interventions to facilitate learning. (11)

31. Identify student behaviors that may indicate a need for special services. (3)

32. Identify characteristics and special needs of individuals exhibiting variance in areas of development from accepted normal limits. (13)

33. Recognize the differences between handicaps which reflect economic deprivation and cultural dictations, which result from inadequate interpersonal experiences and poor mental hygiene. (11)

34. Be familiar with inter-individual and intra-individual differences. (11)

35. Demonstrate and utilize knowledge about the normal and deviant learning patterns of children and youth. (1)

36. Identify learning and behavioral characteristics of individual children that indicate the need for special teaching or management procedures. (12)

37. Recognize and describe response patterns which may indicate atypical cognitive development. (13)

38. Recognize and describe atypical social behaviors which can affect the normal learning pattern. (1)

39. Recognize and describe atypical intellectual development which can affect the normal learning patterns. (1)

40. Recognize and describe delayed or precocious speech and language behaviors which can affect normal learning patterns. (1)

41. Understand the prevention, causes, concomitants, characteristics, and treatment of common behavior and attention disorders such as problems associated with

CHARACTERISTICS OF HANDICAPPING CONDITIONS: Identifying and Programming for Handicapping Conditions Continued

aggression, withdrawal, immaturity, socialized delinquency, control, and the more aberrant disorders of personality. (13)

42. Recognize and describe other atypical conditions which may cause learning problems in specific academic areas, e.g., tone deafness, color blindness, etc. (1)

43. Understand basic terminology used in special education of exceptional children. (12)

44. Describe various categories of exceptional children as they currently exist in public school education. (1)

45. Compare and contrast categorization systems and their overlap (American Psychiatric Association, Association of Mental Deficiency). (6)

46. Have knowledge of the prevalence of each categorical area. (1)

47. Be familiar with the etiological factors of various handicapping conditions. (11)

48. Have knowledge of the differentiation between handicapped and disabled. (13)

49. Be familiar with the difference between emotional disturbance and social maladjustment. (11)

UNIT C: Comparison to Non-Handicapped Peers

*TOPIC: Similarities Between Students

OBJECTIVES

1. Describe the ways in which mildly handicapped children are similar to the non-handicapped learner. (5)

2. Recognize behavioral commonalities among exceptional pupils. (1)

3. Identify behavioral commonalities among handicapped and non-handicapped students. (13)

*TOPIC: Differences Between Students

OBJECTIVES

4. Understand that some handicapped children deviate from non-handicapped children in various ways -- physically,

CHARACTERISTICS OF HANDICAPPING CONDITIONS: Comparison to Non-Handicapped Peers
Continued

emotionally, socially, cognitively, sensorially, and culturally. (1)

5. Know the differences between normal and abnormal behavior at various age levels. (11)

6. Be familiar with inter-individual and intra-individual differences. (11)

TRAINING PRIORITY III. USE OF RESOURCES

UNIT A: Human Resources

*TOPIC: National Resources and Services

*TOPIC: State Resources and Services

OBJECTIVES

1. Know the services and expertise of various consultants, technical assistance groups, and human service agencies across the state. (1)

2. Identify state and regional vocational education programs for special education students. (1)

*TOPIC: Local and Community Resources and Services

OBJECTIVES

3. Know the resources available within local areas. (1) M9040 9039

4. Know the specific services provided by community agencies. (1) 9060 9064 9049

5. Know and understand the roles of various people within the community-at-large involved with exceptional children. (1) 9012 9001

6. Utilize community related resources. (1)

7. Recognize those professional roles and special service agencies necessary for referral of children who deviate markedly from normal developmental behaviors. (1)

8. Counsel the parents of exceptional children and refer them to appropriate service agencies. (11)

9. Identify state and local vocational education programs for special education students. (1)

*TOPIC: School Based Resources

OBJECTIVES

10. Understand the roles of the supportive personnel. (13)

11. Work with and understand the roles of resource personnel. (3)

12. Use ancillary personnel and services (speech therapy, physical therapy, etc.) which are required in a school system to adequately meet the educational needs

USE OF RESOURCES: Human Resources Continued

13. Establish consultative relationships with support staff. (1)

14. Know the appropriate use of other available staff in mainstreaming programs. (5)

15. Seek advice and help of available resource persons in the school, without requesting that resource persons assume full responsibility for solution of the problem. (4)

16. Utilize sources of professional assistance in managing disturbing pupils. (1)

17. Encourage and cooperate with resource personnel in helping to build a maximal learning plan for the "special" student. (1)

18. Use the resource room to plan and initiate special individualized remedial instruction in area (s) of severe disability. (1)

19. Use the resource room to reinforce learning that occurs in the regular class. (1)

20. Involve resource teacher, "special" student and the rest of the class in planning to integrate resource room experiences. (1)

21. Utilize resource rooms to supplement and reinforce instruction in the regular class. (1)

22. Utilize skills of the resource teachers in planning for the "special" student's instruction. (1)

*TOPIC: Classroom Resources - Aides, Volunteers, Students

OBJECTIVES

23. Involve para-professional's skills to provide a maximum of individual contact with pupils. (1) M9040 9039 9038

24. Utilize volunteers to give individualized instruction to "special" students in order to allow more rapid progress. (1) 9071 9012 9012 9003

25. Enlist volunteers to provide assistance in classroom activities which the "special" student would not be able to participate in alone. (1)

26. Monitor the efforts of aides and volunteers. (1) M9038 9028

27. Organize classroom activities to obtain maximum benefit from volunteers, aides, and tutors. (12)

USE OF RESOURCES: Human Resources Continued

28. Manage classroom affairs in order to get maximum benefit from supervising aides, tutors, etc. (14) M9096

29. Develop skills in peer training. (15)

30. Use cross-age and cross-grade grouping as a teaching strategy. (1)

31. Use peer or cross-age tutoring in appropriate situations. (12)

UNIT B: Media and Material Resources

*TOPIC: Multi-media Resources and Equipment (games, TV, music)

OBJECTIVES

1. Utilize audio-visual equipment and other mechanical aids. (14)

2. Acquire, adapt, and use educational materials including audio-visual aides for increasing teaching efficiency. (11)

3. Improvise instruction from a wide variety of equipment (calculators, newspapers, musical instruments, games). (12)

4. Use a wide variety of educational resources, e.g., television, films, games, simulation, audio-learning models, specimens and graphics. (1)

5. Demonstrate effective use of library facilities, educational materials, instructional media, and other educational technology appropriate to the learning characteristics of mainstreamed exceptional children. (1)

6. Select instructional materials and media based on the profile of strengths and weaknesses of the exceptional learner. (13)

7. Discover, secure and/or construct a variety of teaching materials and games. (1)

8. Provide adapted and/or supplemental materials and media to meet the needs of the exceptional learner. (13)

*TOPIC: Selection, Modification of Commercial Materials

USE OF RESOURCES: Media and Material Resource Continued

OBJECTIVES

9. Preview all multi-media materials selected for classroom use. (1)

10. Understand characteristics of materials that bear consideration in selecting materials appropriate for specific learning situations (format, process, grade level, etc.). (1)

11. Select and develop materials activities appropriate for individualized instruction. (14)

12. Select and utilize instruction materials appropriate for exceptional children in the regular classroom. (1)

13. Select instructional materials and media based on the profile of strengths and weaknesses of the exceptional Learner. (1)

14. Select and utilize instructional materials related to vocational skills. (1)

15. Select or develop remedial materials to accomodate specific skill deficits (auditory, visual, kinesthetic). (12)

16. Discover, secure and/or construct a variety of teaching materials and games. (1)

17. Describe and demonstrate a process for determining the readability level of instructional materials. (13)

18. Evaluate instructional materials and media in terms of meeting the needs of exceptional learners. (13)

19. Provide adapted or supplemental materials and media to meet the needs of the exceptional learner. (13)

20. Prepare materials for volunteers to use when giving assistance to other students. (1)

*TOPIC: Development, Use of Teacher-Made Materials

OBJECTIVES

21. Improvise instruction from a wide variety of equipment (calculators, newspaper, musical instruments, games). (1)

22. Develop tasks which are in each student's range of ability to perform. (1)

23. Select and develop materials/activities appropriate for individualized instruction. (14)

USE OF RESOURCES: Media and Material Resources Continued

24. Select or develop remedial materials to accommodate specific skill deficits (auditory, visual, kinesthetic). (12)

25. Develop teacher-made materials to meet the needs of the exceptional learner. (13)

26. Discover, secure or construct a variety of teaching materials and games. (6)

27. Develop and effectively use instructional materials. (1)

*TOPIC: Environmental Resources - Field Trips

OBJECTIVES

28. Develop plans for a wide choice of field trips that allow students first hand experiences in areas of school learning. (1)

*TOPIC: Information and Material Retrieval Systems

OBJECTIVES

29. Demonstrate effective use of library facilities, educational materials, instructional media, and other educational technology appropriate to the learning characteristics of mainstreamed exceptional children. (1)

30. Know potential sources of information about instructional materials. (1)

31. Identify various resources and sources of information on the nature of specific handicapping conditions, instructional guides, etc. (6)

32. Demonstrate knowledge of the retrieval and the utilization of instructional materials. (3)

33. Know how to access a materials retrieval system. (13)

34. Utilize available resources in order to fulfill requirements of an individually prescribed program. (5)

*TOPIC: Evaluation of Instructional Materials and Media

OBJECTIVES

35. Evaluate and use appropriate commercial educational resources and materials. (1)

36. Evaluate instructional materials and media in terms of meeting the needs of exceptional learners. (13)

TRAINING PRIORITY IV. INDIVIDUALIZED EDUCATIONAL MANAGEMENT

UNIT A: Coordination, Referral and Staffing

*TOPIC: Readiness for IEP Process

OBJECTIVES

1. Communicate purposes, programs, and goals of education to other professionals. (1)
2. Communicate effectively with ancillary personnel concerned with all areas of exceptionality. (1)
3. Understand the information provided in cumulative folders are appropriate for screening. (1)
4. Understand which demographic data from cumulative folders are appropriate for screening. (1)
5. Understand when to ask for assistance from a specialized teacher or school psychologist. (1)
6. Interpret background information from permanent records in order to determine a student's needs and abilities. (1)
7. Consolidate the information obtained from formal and informal evaluation and prepare individual education program. (11)
8. Interpret and relate test information in order to determine a child's strengths and weaknesses. (1)
9. Know the IEP process of educational decision making. (2)
10. Explain the role of IEP team members including the teacher's own role. (13)
11. Choose and integrate selective information from various sources and utilize it in planning an educational program. (1)

*TOPIC: Utilization of Referral Process

M9091
9021
9025

OBJECTIVES

12. Maintain pertinent records on a child for the purpose of referral to specialists if necessary. (12)

INDIVIDUALIZED EDUCATIONAL MANAGEMENT: Coordination, Referral and Staffing Continued

13. Know the referral procedure in the school system. (11)

14. Know the referral procedures currently in use in various school systems. (5)

15. Demonstrate knowledge of referral channels for community agencies. (13)

16. Explain the appropriate referral channels for community agencies. (13)

17. Know the types of persons and disciplines available through referral for conducting assessment. (1)

18. Know where to refer student problems beyond what can be handled by the teacher. (14)

*TOPIC: Staffing Procedures

OBJECTIVES

19. Have knowledge of staffing procedures. (1)

20. Identify and compare a variety of staffing patterns. (13)

21. Describe the ways school staffs utilize evaluation data to make educational decisions for the special students. (13)

22. Design (with others) alternative instructional programs for students exhibiting different types of handicaps, giftedness or talents. (13)

23. Cooperate with colleagues (special educators, counselors, previous teachers) in developing appropriate objectives and learning experiences for each child. (2)

24. Participate in team approaches to planning and implementing educational management systems for students in different academic settings. (13)

*TOPIC: Shared Decision Making - Team Participation

M9097
9088
9084
9083
9091
9075
9028
9015
9026

OBJECTIVES

25. Participate in shared responsibility team approaches in diagnosis such as interdisciplinary staffing that involves the planning and implementation of assessment. (13)

INDIVIDUALIZED EDUCATIONAL MANAGEMENT: Coordination, Referral and Staffing Continued

M9025
9023

26. Extend the principles and outcomes of individual assessments through participation in collaborative efforts with the home, community agencies, and state and federal agencies, for the purposes of placement and educational programming. (13)

27. Assist educational team in development of individualized educational plans (IEP) for mainstreamed children. (15)

28. Participate in shared responsibility team approaches to full service educational programming responding to the needs of studdents exhibiting different types of handicaps, giftedness or talents in different educational settings. (13)

29. Assist in delineating individual staff roles and responsibilities for development and implementation of individualized educational programs for exceptional children. (13)

30. Cooperate with colleagues in developing appropriate objectives and learning experiences for each child. (2)

31. Participate in team approaches to planning and implementing educational management systems. (13)

32. Collaborate with other teachers or administrators in planning teaching activities. (14)

33. Be able to relate the specific needs and concerns of the parents to other school related personnel. (1)

34. Demonstrate working knowledge for participation in the IEP process as it may occur in a given regular education setting. (3)

35. Cooperate with colleagues (special educators, counselors, previous teachers) in developing appropriate objectives and learning experiences for each child. (1)

36. Participate as a member of an interdisciplinary team in planning an educational program for pupils with special needs. (1)

INDIVIDUALIZED EDUCATIONAL MANAGEMENT: Coordination, Referral and Staffing Continued

37. Participate in shared responsibility or team approaches to prescriptive programming such as the interdisciplinary staffing involved in the planning and implementation of an individualized academic program. (13)

38. Function effectively as a member of an instructional/diagnostic team in programming for mainstreamed exceptional children. (1)

39. Share results of the basic competency system with the principal, building colleagues and parents. (10)

UNIT B: IEP Development

*TOPIC: Writing an IEP

M9100 9065 9047 9087 9091 9008 9063 9075 9073 9028 9018 9011 9006 9024 9023

OBJECTIVES

1. Construct an individualized program of instructional activity for a single child. (5)

2. Prepare individual education plans and related record-keeping systems for classroom use. (6)

3. Write an educational program for each individual child according to his specific learning problems and needs. (11)

*TOPIC: Implementation and Evaluation of the IEP

OBJECTIVES

4. Implement an individualized nstructional rogram developed by or in cooperation with ancillary personnel. (13)

5. Know procedures by which existing curriculum materials can be adopted to individualized instructional programs. (5)

6. Plan and coordinate the activities of the resource and regular classrooms to meet the common goals of the student. (12)

7. Coordinate regular and special education programs for individual pupils. (1)

INDIVIDUAL EDUCATIONAL MANAGEMENT: IEP Development Continued

8. Provide comprehensive learning sequences and long range instruction for accomplishing specific educational objectives for mainstreamed exceptional children. (1)

TRAINING PRIORITY V. SCHOOL WIDE PLANNING, ROLES, AND INSERVICE TRAINING

UNIT A: Planning and Inservice

*TOPIC: School-wide Planning

OBJECTIVES

1. Know procedures for communicating with special educators. (5)

2. Know procedures for communicating with the school administration in matters related to the mildly handicapped child. (5)

3. Participate in school-wide planning of needs assessment with specialists, principal and other teachers. (1)

4. Participate in school-wide planning for the utilization of the resources of school support staff. (1)

5. Plan and coordinate the activities of the resource and regular classrooms to meet the common goals of the student. (1)

6. Plan with whole school staff for activities that involve students of different abilities across grade lines. (1)

7. Participate in school-wide planning to involve parents and other volunteers in the activities of the class. (1)

*TOPIC: Professional Inservice Training (Building Level)

OBJECTIVES

8. Communicate to colleagues effective procedures for mainstreaming the mildly handicapped child. (5)

9. Maintain professional relationships with other teachers and administrators (14)

10. Conduct inservice programs for school personnel on the topic of mainstreaming. (12)

11. Involve teachers at various grade levels and other pupil personnel staff in planning and conducting learning activities. (12)

SCHOOL WIDE PLANNING, ROLES, AND INSERVICE TRAINING: Planning and Inservice Continued

12. Aid other teachers in developing informal pupil evaluative techniques. (1)

*TOPIC: Paraprofessional Training (Including Parents) — M9099 9035 9052 9062

OBJECTIVES

13. Recruit, select, train, and monitor aides or volunteers (parents) to assist with classroom activities. (12) — 9061 9068 9071 9028

14. Identify and train appropriate support personnel (aides, volunteers, parents, peer tutors) to implement specified teaching/learning procedures for identified eligible learners. (10) — 9017 9015 9022 9003

15. Provide frequent performance feedback to aides and volunteers. (1)

16. Instruct parents in techniques that will reinforce efforts at school. (1)

17. Instruct parents in remedial techniques so that students receiving help at school can receive similar help at home.

UNIT B: Role Relationships

*TOPIC: Roles of Personnel — M9095 9057 9070 9083

OBJECTIVES

1. Describe the expected roles and functions of the following school personnel in providing special services to handicapped students in least restrictive environments: — 9073 9002
   a. School principals or other administrative heads
   b. Pupil support personnel (school psychologists, social workers, reading specialists, speech therapists, etc.)
   c. Special education teachers
   d. Resource teachers
   e. Non-professional staff
   f. School board members (6)

2. To identify the interactive roles and responsibilities of various groups of educators (regular teacher, resource teacher, school social worker, school nurse, school psychologists, counselors,

SCHOOL WIDE PLANNING, ROLES, AND INSERVICE TRAINING: Role Relationships Continued

and administrators) in promoting the approach of shared responsibility in order to successfully implement least restrictive policies. (1)

3. Demonstrate knowledge of the role of the administrator in mainstreaming programs. (5)

4. Identify the problems which school personnel must resolve to fulfill their expected roles and functions in providing special services to handicapped students in least restrictive environments. (6)

5. Describe the various instructional models for mainstreaming and the role realtionships of personnel within each. (13)

6. Demonstrate an awareness of the role of the classromm teacher in mainstreaming programs. (5)

7. Know the roles and responsibilities of the special education teacher. (5)

8. Know the role of the special educator in mainstreaming programs. (5)

9. Describe the relationships that need to exist between the regular educators and the special educators. (5)

10. Understand the role regular and special educators are to play on placement committees. (5)

11. Know the role and compostion of the Committee on the Handicapped. (6)

12. Specify the alternatives available should one wish to challenge the recommendations of the Committee on the Handicapped. (6)

13. Know the function of a special services team as a placement committee serving handicapped students. (1)

TRAINING PRIORITY VI. TEACHING TECHNIQUES

UNIT A: Learning Styles and Modalities

M9008
9075
9024

*TOPIC: Learning Styles and Modalities

OBJECTIVES

1. Adapt teaching style to the learning style of each individual learner. (11)

2. Define learning styles and teaching styles. (13)

3. Develop a styles profile on a student and yourself. (13)

4. Understand various styles of learning exhibited by children. (1)

5. Identify the learning modality of each individual child. (11)

6. Identify children's learning modalities through informal evaluation. (11)

7. Develop learning centers - modality specific. (1)

8. Gear instruction to the problem solving, inductive/deductive thinking level. (14)

9. Provide a variety of instructional approaches from concrete to abstract when presenting new concepts. (1)

*TOPIC: Teaching Styles and Approaches

OBJECTIVES

10. Know of at least five different instructional formats (e.g., station, contracts, learning packages, programmed instruction, activity cards, etc.) that can be used to help manage an instructional program. (1)

11. Achieve learning objectives through independent study, group investigation, programmed instruction, learning center, inquiry method. (12)

12. Determine what teaching technique is best for a particular intended outcome. (14)

TEACHING TECHNIQUES: Learning Styles and Modalities Continued

13. Know the fundamental principles of instruction. (11)

14. Distinguish between teacher-directed and child-directed instructional patterns. (5)

15. Understand various styles of teaching used by teachers. (1)

16. Identify appropriate teaching/learning procedures to increase the learner's rate of skills acquisition. (10)

17. Design and develop units of instruction according to children's interests. (11)

18. Use the inductive approach of instruction. (11)

19. Use the problem solving approach of instruction. (11)

20. Transform abstract concepts to concrete forms. (11)

21. Match concrete materials to teach abstract forms. (11)

22. Set up learning centers in the classroom to enrich and enhance children's experiences. (11)

23. Know the concepts of mastery learning and overlearning. (11)

24. Determine experiences and skills of class members and/or their families that can be shared with the class. (1) M9038 9047 9090 9078

25. Use a variety of teaching modes, including: expository-verbal, problem solving, negotiating. (1) 9056 9089 9032

*TOPIC: Interaction With Students 9030 9034

OBJECTIVES 9060

26. Use varied techniques to stimulate student responses and participation. (12)

27. Identify teacher-pupil and pupil-pupil interactions in the classroom. (1)

28. Use teacher-pupil planning to foster learning initiative and responses via verbal, written

TEACHING TECHNIQUES: Learning Styles and Modalities Continued

and media formats as these relate to independent study, learning dyads, triads, small and/or large group instruction. (1)

29. Use effective questioning strategies. (13)

30. Demonstrate a variety of verbal and non-verbal strategies for communicating with students. (1)

UNIT B: Individualized Instruction

*TOPIC: Instructional Systems, Principles — M9100 9099

OBJECTIVES — 9054 9065

1. Specify and implement an individualized teaching procedure for each instructional objective. Each procedure will draw from one or more of the following instructional elements: — 9047 9087 9091 9000 9004
   a. teaching method
   b. instructional material
   c. consequence for appropriate student response (4)

2. Individualize the four components of program development and management (rate, style, content and environment). (2)

3. Identify factors that may contribute to or prevent individualized differences in students. (1)

4. Design a system of teaching procedures that provides for individual differences in students. (1)

5. Organize a classroom for individualized instruction. (1)

6. Master the concepts related to the development and management of instructional programs for exceptional children. (2)

7. Maintain individualized remedial program in coordination with group activities. (1)

8. Strengthen the use of an existing sensory channel when the use of one or more has been destroyed or impaired. (1)

9. Design individualized academic programs for students exhibiting different learning rates and styles. (13)

TEACHING TECHNIQUES: Individualized Instruction Continued

*TOPIC: Methods for Instructional Delivery

OBJECTIVES

10. Select and utilize a variety of individualized teaching methods to instruct each student within his/her level or capability of functioning. (1)

11. Develop techniques for individualizing all instruction to meet the specific learning needs and styles of each student. (1)

12. Use varied techniques to stimulate student responses and participation. (1)

13. Adapt material in the content areas to child's ability level. (1)

*TOPIC: Media and Materials

OBJECTIVES

14. Utilize multi-media approaches to stimulate student responses and enhance concept formation. (1)

15. Adapt instructional materials in accordance with the exceptionalities of the individual child. (1)

16. Understand teacher variables that influence materials usage (time, preference, etc.). (1)

17. Adapt instructional strategies to meet individual needs of exceptional children. (3)

*TOPIC: Methods for Task Completion

OBJECTIVES

18. Utilize games, films, etc., to stimulate student responses. (1)

19. Develop tasks which are in each student's range of ability to perform. (12)

20. Communicate clear directions to the student. (13)

21. Provide alternative tasks and/or set differential expectations regarding completion of work, based on the present level of student skills. (4)

TEACHING TECHNIQUES: Individualized Instruction Continued

*TOPIC: Methods for Reinforcement and Feedback

OBJECTIVES

22. Provide clarifying feedback when an error occurs in a response. (1) M9062 9054 9060

23. Provide feedback to children on assigned task. (1)

24. Recognize and reinforce accomplishments of the student. (12)

25. Provide frequent success experiences for each learner. (11)

26. Observe student responses, note students who don't follow directions, and if necessary, alter the content and structure of future directions for individual students. (4)

*TOPIC: Student Differences and Abilities

OBJECTIVES

27. Use knowledge of the individual capabilities and interest of each student to plan learning activities. (1)

28. Design learning environments that consider individual learner needs with respect to mobility and skill acquisition. (1)

29. Teach skills for independent functioning and encourage students to work independently at times. (1)

30. Adapt expectations to the ability of the brightest and the dullest child in the classroom and keep within the maturity and interest levels of each child. (11)

UNIT C: Grouping

*TOPIC: Methods for Group Instruction M9045

OBJECTIVES

1. Specify and prepare a variety of activities that will involve the entire class in grouping patterns that are varied and flexible. (1)

TEACHING TECHNIQUES: Grouping Continued

2. Provide for a combination of individual, small-group, and large-group activities within the classroom. (12)

3. Provide small group instruction based on identified student needs. (13)

4. Decide on appropriate pupil grouping procedures for instruction. (14)

5. Develop individualized learning tasks which allow each student in the group to accomplish a similar goal. (1)

6. Organize the class into a demographic social group in which each student has responsibility for and a voice in group decisions. (1)

7. Organize group activities that challenge students to work in several levels of difficulty with each student working at an optimal level. (12)

8. Use variety in classroom grouping organization to allow students of differing abilities to work together. (1)

9. Structure group learning activities which enable a low achieving student to take part in a meaningful way, yet not always be in competition. (1)

10. Use methods of group and individual student management. (1)

11. Organize and conduct group tasks to encourage interdependency. (1)

12. Involve the class in establishing group learning and behavioral goals. (12)

*TOPIC: Grouped Instruction Based on Student Needs.

OBJECTIVES

13. Modify and/or design learning activities within a wide range of difficulty so that students with varying abilities can participate at their own level, pace, and style. (1)

14. Develop group activities within the range of experiences of the students in the group. (1)

15. Group children who demonstrate similar academic strengths and deficits, as well as students who exhibit similar interests in a common task. (13)

TEACHING TECHNIQUES: Grouping Continued

16. Organize learning centers that will allow students to choose activities best suited to their learning style and interest. (12)

17. Select grouping patterns that challenge each student to work to his/her optimal ability. (1)

18. Arrange and conduct work groups appropriate for various exceptionalities. (1)

19. Organize centers of activities that will allow students to choose activities that best suit their learning style. (1)

20. Demonstrate flexibility in carrying out a program of instruction, including the ability to apply a variety of instructional patterns and grouping to accommodate the needs and to capitalize on the strengths of mainstreamed exceptional children. (1)

21. Utilize methods, materials, time schedules, space arrangements, teacher role, and grouping in accordance with the major needs of the children. (11)

TRAINING PRIORITY VII. CLASSROOM MANAGEMENT

UNIT A: Physical Arrangements and Classroom Scheduling

*TOPIC: Organization and Application of Physical Space In Classrooms

OBJECTIVES

1. Understand the physical characteristics of the good classroom teaching situation, including materials, equipment, furniture space limitations, etc. (1) — M9103
2. Know about matching space arrangements with learning activities and available resources. (1) — 9082
3. Design and utilize various physical arrangements for organizing a room in order to effectively meet the needs of various children and learning situtations. (1) — 9096
4. Provide a classroom that is free from architectural and arrangement barriers for those students, parents, aides and other teachers with mobility problems. (1) — 9048
5. Identify a variety of space arrangements and match the space arrangements with activities and resources. (13) — 9045
6. Plan the physical layout of the classroom to meet the instructional needs of all children. (13) — 9041
7. Organize centers of interest that allow both sedentary and mobile activities. (1) — 9079
8. Arrange furniture to provide flexible grouping patterns and open space. (1) — 9005
9. Arrange the physical environment (e.g., deciding on seating arrangements, etc.). (14) — 9007

*TOPIC: Knowledge of Other Classroom Features — 9004

OBJECTIVES

10. Know the consequences for instruction of specific classroom features such as noise level, lighting, temperature, ventilation. (1)
11. Assess the learning environment in terms of territoriality, density, color, and proximity. (13)

CLASSROOM MANAGEMENT: Physical Arrangements and Classroom Scheduling Continued

*TOPIC: Extending Learning Beyond the Classroom

OBJECTIVE

12. Develop a method, lesson, or strategy for expanding the learning environment beyond the classroom. (13)

*TOPIC: Developing Schedules for Classrooms

OBJECTIVES

13. Develop an efficient schedule for teaching, assessment, and liaison work. (12)

14. Assess and employ educational constraints and options operating within the teaching-learning situations, e.g., class size, teaching load and schedule, legal, learning resource accessibility, cultural climate. (1)

15. Develop a flexible time schedule that provides for the learning, physical and social needs of each student. (1)

16. Understand appropriate classroom schedules that can accommodate children with various exceptionalities. (1)

17. Develop, schedule, and maintain, on a regular basis, a variety of grouping patterns that provide opportunities for students to reach class goals, both social and academic. (1)

18. Compare a variety of record-keeping, scheduling, planning, monitoring, and coding systems utilized in individualized classrooms. (13)

UNIT B: Behavior Managment

*TOPIC: Knowledge of Behavior Management Systems

OBJECTIVES

M9103
9097
9055
9062
9064
9063
9068

1. Understand the historical development, characteristics functions, and limitations of alternative educational settings. (13)

2. Understand the characteristics of specific educational management systems needed to provide an accommodating environment. (13)

CLASSROOM MANAGEMENT: Behavior Management Continued

3. Identify major managment considerations in a multiple activity learning environment. (13) — M9042 9086 9076
4. Identify student behaviors that are crucial to effective operation of an individualized classroom. (13) — 9075 9028 9007 9027
5. Organize curricula around meaningful social and academic experience using developmental and learning theories. (1) — 9024 9001
6. Know the overall process of influencing behavior. (1)
7. Know several models of behavioral intervention. (1)
8. Identify a variety of behavior management techniques and develop skills in selecting appropriate techniques to manage individual and/or group behavior. (1)
9. Understand the influence of classroom structure (e.g., grouping, seating, rules, etc.) on behavior. (1)
10. Understand managment versus modification of behavior. (1)
11. Know procedures for preventive planning. (1)
12. Identify behaviors that are a "problem" and determine what type of response is appropriate. (13)
13. Understand how to use and evaluate various behavior management techniques. (1)
14. Know alternative behavior management techniques to substitute when change is necessary. (1)
15. Identify contingency management principles that affect student behavior. (13)
16. Know how antecedent variables can influence behavior. (1)
17. Know how consequent variables can influence behavior. (1)

CLASSROOM MANAGEMENT: Behavior Management Continued

18. Know the proper application of the Premack Principle. (1)

19. Know how to use modeling to influence behavior. (1)

20. Develop skills in successive approximation strategies to accomplish desired behavior goals. (1)

*TOPIC: Application of Behavior Management Principles

OBJECTIVES

21. Manage a variety of behavioral problems. (1)

22. Design behavior management programs including strategies related to behavior modification, group dynamics, interaction analysis, behavior therapy, as well as life space management therapy. (13)

23. Apply adequate behavior management techniques and measures to meet the learning goals set for the class and each individual student. (1)

24. Apply behavior managment skills in improving the academic performance and the general classroom behavior of mainstreamed handicapped and normal students. (1)

25. Apply principles of learning to particular objectives, situations, and learners; i.e., motivation, rate, degree, learning, retention, transfer, reinforcements and practice. (1)

26. Communicate clear directions to the student in terms of the precise behaviors to be demonstrated. (1)

27. Select some environmental changes that can help modify or prevent unacceptable behavior. (13)

28. Manage inappropriate behavior so that the child displays a consistent low frequency of such behavior. (12)

CLASSROOM MANAGEMENT: Behavior Management Continued

29. Manage deviant classroom and playground behavior so that each learner will display a consistent low frequency of such behaviors. (8)

30. Pair students in order to encourage imitation of adequate peer behavior. (1)

31. Use appropriate behavior management techniques which promote self-management and student responsibility. (1)

*TOPIC: Establishing Classroom Standards and Limits

OBJECTIVES

32. Develop with students rules for appropriate behavior in the classroom, and consequences for adherence to or breaking of the rules. (4) — M9408

33. Demonstrate ability to identify a personal set of behavior standards and limits for all persons in a learning environment. (1)

*TOPIC: Observing Student Behaviors — M9059 9068 9067 9020

OBJECTIVES

34. Use methods for systematically observing pupil's behavior. (11) — 9004 9079 9028

35. Describe student actions in behaviorally specific terms. (13)

*TOPIC: Reinforcement of Positive Behavior — M9062

OBJECTIVES

36. Demonstrate knowledge and ability to design and manage a learning environment in order to enhance and reinforce one's behavior values, including operant principles and procedures. (9)

37. Identify a variety of ways of reinforcing desired behavior. (1)

38. Give recognition and reinforce accomplishments of the student. (1)

39. Structure success experiences for the student. (1)

CLASSROOM MANAGEMENT: Behavior Management Continued

40. Acknowledge appropriate behaviors in each student in order to stimulate continued effort. (1)

41. Structure situations to allow the student to manifest appropriate behavior; reinforce the desired behavior when it occurs. (1)

42. Reinforce behaviors to teach the child the range of behaviors which are acceptable in the classroom. (1)

43. Evaluate reinforcement schedules and rewards and implement change when evaluation shows they are no longer bringing desired outcomes. (1)

UNIT C: Classroom Climate and Group Leadership

*TOPIC: Establishing Positive Classroom Climate

M9094
9090

OBJECTIVES

1. Develop a trusting relationship with students through fairness, consistency and openness. (1)

2. Provide opportunities for open communication among students. (12)

3. Use questioning procedures that promote interaction discussion. (14)

4. Plan with the class for systematic appraisal and improvement of the psychological climate of the class. (1)

5. Implement instructional procedures which are specifically designed to enhance teacher-pupil relationships. (1)

6. Provide a warm, supportive classroom climate. (12)

7. Decide upon which methods of classroom discipline to use and when to use them. (14)

8. Encourage children to understand and accept the feelings and beliefs of others. (12)

CLASSROOM MANAGEMENT: Classroom Climate and Group Leadership Continued

9. Respond appropriately to feelings, moods and achievements of pupils of different abilities and backgrounds. (1)

10. Establish a positive set for learning by expressing expectation of achievements. (1)

11. Identify positive characteristics of student's behavior. (13)

12. Provide emotional support and/or to teach children new behavior responses. (1)

13. Offer individual help to students who need it and encourage students to help each other. (1)

14. Identify special talents of each student by giving opportunities for them to be expressed. (1)

15. Emphasize strengths of each student by giving opportunities for them to be expressed. (1)

16. Identify student attitudes in order to better relate to problems. (14)

17. Use knowledge of home situations that influence behavior at school in developing plans. (1)

18. Stimulate in the student the will to learn on his own initiative. (14)

19. Facilitate development of pupil responsibility. (14)

20. Support others in the acceptance of consequences of their actions. (1)

*TOPIC: Relationship Between Handicapped and Non-Handicapped Peers

M9007
9094
9039
9038
9060
9024

OBJECTIVES

21. Identify the manner in which the peer group influences each individual in the group and to direct and participate in group processes in order to enhance the participation of mainstreamed exceptional children. (1)

CLASSROOM MANAGEMENT: Classroom Climate and Group Leadership Continued

22. Discover ways to help "special" student become a part of the class group. (1)

23. Build a climate of acceptance for the "special" student by including him/her in all class activities. (1)

24. Establish a set of guidelines for promoting peer acceptance of children with special needs in a regular classroom program. (6)

25. Understand various ways of preparing members of a class to accept exceptional children, e.g., films, group discussion, role playing, etc. (1)

26. Provide emotional support for "special" students through use of peer pairing. (1)

27. Insure that the "special" student participates in some way in all leadership activities and responsibilities in which the other students are involved. (1)

28. Identify indicators of anxiety in situations where there is interaction between handicapped persons and non-handicapped persons. (6)

*TOPIC: Crisis Intervention

M9103
9050
9048

OBJECTIVES

29. Know how particular behaviors of handicapped persons are influenced by events and circumstances of their "total life space." (6)

30. Use life space interviewing techniques as a teaching and crisis behavior management tool. (9)

*TOPIC: Coping with Conflict and Frustration

M9039
9048
9080
9103

OBJECTIVES

31. Identify alternatives for teaching students to manage conflict and frustration. (9)

32. Use problem solving/skills in resolving conflict. (13)

CLASSROOM MANAGEMENT: Classroom Climate and Group Leadership Continued

33. Provide instruction and practice for each child to develop and refine adequate coping strategies. (1)

*TOPIC: Techniques for Group Leadership

OBJECTIVES

34. Use a variety of verbal and non-verbal strategies for communicating with students. (13)

35. Involve students in problem solving discussions about class procedures, human relations issues, and interpersonal behavior. (1)

36. Instruct the entire class in the use of a variety of interaction methods. (1)

37. Conduct activites (role playing, discussions) which encourage an acceptance of individual differences. (12)

38. Implement a group centered teaching procedure to increase self confidence. Form one or more of the following instructional elements:
    a. Instructional Materials
    b. Teaching Method
    c. Consequence for appropriate student response (4)

39. Provide group activities which allow each member of the group to be a leader at sometime. (1)

*TOPIC: Improving Student Self-Concept

OBJECTIVES

40. Assist mainstreamed pupils to overcome feelings of inadequacy, fear of failure, frustration and hostility. (1)

41. Plan an individual or group teaching procedure to increase self confidence from one or more of the following instructional elements:
    a. Teaching Method
    b. Instructional Materials
    c. Consequence for appropriate student response (4)

CLASSROOM MANAGEMENT: Classroom Climate and Group Leadership Continued

42. Devise activities to build pupil self-esteem. (1)

TRAINING PRIORITY VIII. CURRICULUM

UNIT A: General Curriculum

*TOPIC: Knowledge of Curriculum Development

M9034
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9051
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9010
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9004

OBJECTIVES

1. Implement an individualized data-based instructional model so that every learner can achieve language and arithmetic curriculum objectives. (8)
2. Adapt the basic public school curriculum to the individual child. (1)
3. Select appropriate curricular materials. (13)
4. Adapt available curriculum materials. (13)
5. Understand the influence of curriculum on behavior. (1)
6. Select instructional activities for a student on the basis of his profile of strengths and weaknesses. (13)
7. Understand the process for determining the readability level of instructional materials. (1)
8. Know the curriculum and methods of teaching children with various handicapping conditions. (11)
9. Explain the various curricula developed for exceptional learners with particular developmental differences. (13)

*TOPIC: Learning Theories and Curriculum

OBJECTIVES

10. Explain theories of child development and their implications for making curricular choices. (13)
11. Organize curricula around developmental and learning theories. (12)
12. Explain theories of learning and their implications for curriculum choices for

CURRICULUM: General Curriculum Continued

the exceptional learner. (13)

13. Identify a theory of learning used in a given curriculum area designed for the exceptional learner. (13)

14. Use theories of learning in making curricular choices for exceptional learners. (13)

*TOPIC: Common Curriculum Problems

OBJECTIVES

15. Describe the major issues surrounding curriculum relevancy and some proposed solutions. (13)

16. Identify four common types of curriculum problems. (13)

17. Develop a systematic approach to identifying and resolving curricular problems. (1)

18. Understand the common curriculum problems encountered by exceptional children in the regular classroom. (1)

*TOPIC: Knowledge of Specific Subject Matter Curriculum

OBJECTIVES

19. Specify terminal grade level arithmetic and language curriculum objectives. (8)

20. Organize/conduct an individualized and personalized program for reading (or math or spelling) for an entire classroom group. (6)

21. Match curricular programs including career education and life planning with exceptional learners. (13)

22. Evaluate present special education curriculum to identify areas needing revision. (1)

23. Know specialized curricula and materials to teach reading to handicapped children. (11)

CURRICULUM: General Curriculum Continued

24. Know specialized curricula and materials to teach perceptual and motor skills to handicapped children. (11)

25. Match curriculum with social learning needs of handicapped students. (11)

UNIT B: Task Analysis

*TOPIC: Application of Task Analysis Skills M9091

OBJECTIVES

1. Use the techniques of task analysis in curricular sequencing. (1)

2. Organize the components of the learning task into a sequential and hierachical order. (1)

3. Sequence tasks from early to late developing skills and from simple to complex behaviors. (1)

4. Create the teaching strategy based upon a task analysis of what is to be taught. (1)

5. Organize instructional objectives into a series of small directly teachable steps. (4)

6. State an objective for each step of the teaching process. (4)

7. Design and sequence learning experiences to achieve learning and behavioral objectives. (1)

8. Conduct a task analysis to identify basic skills needed by each learner to achieve specified curriculum objectives. (12)

UNIT C: Curricular Goals

*TOPIC: General Development of Goals

OBJECTIVES

1. Set realistic goals and behavior using sound child development knowledge. (1)

CURRICULUM: Curricular Goals Continued

2. Determine group goals for the class as a whole and for subsets within the class. (1)

3. Determine individual goals that are appropriate, realistic, and measurable for each student. (1)

4. Involve the class in establishing group learning and behavior goals. (1)

5. Use pupil activities which accomplish specific instructional goals. (1)

6. Modify strategies to teach content area goals in areas of materials, expectations, instruction, and student performance levels. (13)

7. Know developmental sequencing of learning task. (5)

8. State appropriate educational goals for the mildly handicapped youngster. (5)

9. Aware of the necessity of identifying specific instructional objectives to be achieved before attempting to individualize instruction. (5)

10. Develop long and short term goals for the learner in terms of behavioral out-comes. (1)

UNIT D: Curricular Objectives

*TOPIC: Preparing for Performance Objectives

M9055

OBJECTIVES

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1. Identify specific instructional objectives before alternating to individualize instruction. (1) 9069

2. Develop instructional objectives which contain: 9047
   a. A statement of the desired behavior, 9092
   b. the conditions under which the behavior is to be observed, 9075
   c. the criterion for successful student performance. (13) 9071 9028 9011 9020 9005 9007 9026 9024

CURRICULUM: Curricular Objectives Continued

*TOPIC: Objectives Based on Assessment

OBJECTIVES

3. Develop specific behavioral objectives for the learner based upon observational, behavioral, and diagnostic data. (1)

4. Relate diagnostic information to instructional objectives and the content and procedures necessary for developing individualized educational learning programs. (1)

5. Organize a variety of diagnostic data in a manner that can be used in developing instructional objectives for pupils. (1)

6. Formulate appropriate instructional objectives based on assessment information. (1)

*TOPIC: Writing Performance Objectives

OBJECTIVES

7. Organize and write terminal objectives around each unit or group of lessons with a common goal. (1)

8. Plan teaching procedures for students with academic and social problems after stating the problem in behavioral terms. (4)

9. Write instructional objectives which state conditions, behavior, criteria for any definable behavior. (8)

10. Sequence specified instructional objectives for those basic skills needed by every learner to achieve specified terminal curriculum outcomes. (8)

*TOPIC: Implementing Performance Objectives

OBJECTIVES

11. Implement programs designed to meet given instructional objectives. (1)

12. Write enroute or enabling objectives for each daily instructional occasion. (1)

13. Adjust performance objectives to learner needs. (1)

TRAINING PRIORITY IX. ASSESSMENT AND EVALUATION

UNIT A: Concepts and Issues

*TOPIC: Norm-Referenced VS. Criterion-Referenced Assessment

M9060 9067 9044 9043 9042 9041 9080 9018 9024 9023 9004 9003 9102

OBJECTIVES

1. Know about a variety of strategies for evaluating student performance (i.e., ways other than paper-pencil tests). (1)

2. Understand the historical development, characteristics, functions, limitations, and assumptions of norm-referenced and criterion-referenced assessment. (13)

3. Know about appropriate and accurate procedures in the areas of:
   a. Systematic skill analysis for individuals.
   b. Group diagnostic evaluation.
   c. Group and individual summative evaluation.
   d. Group and individual formative evaluation. (13)

4. Differentiate between effective and ineffective use of group and individual diagnostic procedures. (13)

5. Interpret standardized tests designed to assess learner potential achievement and learning mode. (8)

6. Understand the difference between criterion referenced evaluation and normative referenced evaluation. (1)

7. Assess the educational usefulness of standardized tests (norm referenced) in regard to classification of handicapped students. (1)

8. Assess the educational usefulness of criterion-referenced tests in regard to classification of handicapped students. (1)

9. Measure achievement of students by comparing progress with individual goals rather than only with class norms. (1)

ASSESSMENT AND EVALUATION: Concepts and Issues Continued

*TOPIC: Intelligence Testing

M9063
9067
9087
9006
9024
9003

OBJECTIVES

10. Identify various group intelligence tests and their limitations. (1)

11. Identify individually administered intelligence tests and their limitations. (16)

*TOPIC: Components of Comprehensive Assessment

OBJECTIVES

12. Understand the contents of a complete assessment; intellectual, physical, behavioral and academic. (1)

*TOPIC: Professional Roles in Screening and Assessment

OBJECTIVES

13. Know the roles of school district child evaluation personnel. (16)

14. Know the roles of non-school human service agencies and their personnel in the child evaluation process. (16)

*TOPIC: Uses of Assessment Data

OBJECTIVES

15. Understand proper and improper use of test data and assessment results. (1)

16. Know the role of evalution data in determining need for further evaluation. (16)

17. Determine the usefulness of intelligence tests in making placement decisions. (16)

18. Determine the usefulness of intelligence tests in developing teaching-learning plans. (16)

19. Determine the usefulness of norm-referenced vs. criterion-referenced achievement tests in making educational planning and placement decisions. (16)

ASSESSMENT AND EVALUATION: Concept and Issues Continued

*TOPIC: Guidelines for Referral

OBJECTIVES

20. Reassess placement and services to "special" students often and on basis of evaluation information. (1)

21. Understand when information suggests referral for further assessment. (1)

*TOPIC: Basic Measurement Concepts (Mean, Median, Mode)

OBJECTIVE

22. Score teacher made tests and instruments and compute the mean, standard deviation, mode, and median. (11)

*TOPIC: Protections in Evaluation

M9099
9003

OBJECTIVES

23. Understand state and federal regulations governing the evaluation of handicapped children. (16)

24. Know the local procedures required for evaluation of exceptional children. (16)

25. State the meaning of "informed parental consent" as it relates to educational evaluations of handicapped children. (16)

UNIT B: Administration and Interpretation

*TOPIC: Intelligence and Educational Aptitude

OBJECTIVES

1. Administer standardized tests designed to assess learner achievement potential and learning style. (8)

2. Interpret standardized test results in terms of their meaning for instruction. (16)

3. Know the limitations of various group intelligence and achievement tests. (1)

ASSESSMENT AND EVALUATION: Administration and Interpretation Continued

*TOPIC: General Educational Achievement M9094

OBJECTIVES

4. Know the specific diagnostic instruments commonly used in educational assessment; i.e., Key Math, Peabody Picture Vocabulary Test, etc. (1)

5. Select or construct informal assessment methods (inventories, criterion-referenced) to assess the student's present level of academic performance. (12)

6. Gather information to determine the educational abilities and needs of each student. (1)

7. Use the techniques of diagnostic teaching to assess the student's present level of academic performance or learning style. (16)

8. Interpret group achievement tests. (1)

*TOPIC: Basic Academic Skills

OBJECTIVES

9. Know the diagnostic instruments commonly used in educational assessment (key math, Woodcock Reading Mastery, Peabody Picture Vocabulary Test)

10. Select or construct informal assessment methods to assess the students current performance level. (12)

11. Know how to develop, administer and score on informal reading inventory. (1)

12. Obtain entry level measures for a learner which indicate what skills the learner has acquired. (10)

13. Identify basic competencies in the math and language areas. (10)

14. Implement individualized diagnostic programs which include assessment in academic, social-emotional, interest, and vocational areas. (13)

15. Develop individual achievement tests. (1)

ASSESSMENT AND EVALUATION: Administration and Interpretation Continued

16. Gather information to determine the educational abilities and needs of each student. (1)

17. Recommend tests appropriate to assessment of pupil performance in given content areas, i.e., reading, math. (1)

18. Analyzes assessment data in order to establish a profile of academic skills. (13)

*TOPIC: Learning Style and Modality

OBJECTIVES

19. Identify learning styles that relate to the different sensory modalities, strengths and weaknesses. (13)

20. Administer standardized (norm-referenced) tests designed to assess learner's potential achievement and learning mode. (12)

21. Use children's behaviors such as task completion time, problem solving approaches, task avoidance, etc., to profile individual learning style. (16)

*TOPIC: Behavioral, Social, Emotional Assessment

OBJECTIVES

22. Understand informal techniques for assessing sociopersonal performance; i.e., sociometiric inventories, etc. (1)

23. Specify behaviors which are observable, countable, and unambiguous to potential observers. (4)

24. Use individualized diagnostic programs which include assessment in academic and social-emotional, interest, and vocational areas. (13)

25. Observe and measure behaviors using permanent product, frequency, continuous and sample recording procedures. (10)

*TOPIC: Vocational Evaluation

OBJECTIVES

ASSESSMENT AND EVALUATION: Administration and Interpretation Continued

26. Utilize outside agencies such as Vocational Rehabilitation in vocational assessment of handicapped student. (16)

27. Utilize school-based vocational personnel in career and vocational assessment of students. (16)

*TOPIC: Learner Interest

OBJECTIVES

28. Know available standardized interest and preference inventories. (16)

*TOPIC: Environmental and Classroom Obstacles

OBJECTIVES

29. Identify factors within the student and the environment that might interfere with successful completion of a learning task. (13)

*TOPIC: Methods for Assessment

OBJECTIVES

30. Use the checklist as an assessment technique. (1)

31. Use rating scales as an assessment technique. (1)

32. Use anecdotal records as an assessment technique. (1)

33. Use cumulative records as an assessment technique. (1)

34. Use structured interviews as an assessment technique. (1)

35. Use questionnaires as an assessment technique. (1)

36. Use sociometric techniques in an assessment technique. (1)

ASSESSMENT AND EVALUATION: Administration and Interpretation Continued

37. Determine the extent of problem through collection of direct observational data on student performance. (4)

38. Understand children's behavior from a social, emotional, and educational framework. (1)

39. Assess baseline performance first. (1)

*TOPIC: Use of Cumulative Folder, Diagnostic Reports

OBJECTIVES

40. Develop educational programs from medical, psychological, and diagnostic reports. (12)

41. Determine a student's needs and abilities from background information in permanent records. (12)

*TOPIC: Task and Error Analysis

OBJECTIVES

42. Assess error, task, and concept analysis for different content areas. (1)

43. Perform an item analysis on given test scores. (13)

44. Understand the process for determining a students' independent, instructional and frustration reading levels. (1)

45. Assess the level on which each student can perform instructional tasks. (1)

46. Assess student readiness for beginning new learning tasks. (1)

*TOPIC: Modifying Assessment Techniques

OBJECTIVES

47. Modify paper-pencil evaluation techniques for various student needs. (1)

48. Adjust standardized testing material in order to adapt for a specific handicapping condition. (1)

ASSESSMENT AND EVALUATION: Administration and Interpretation Continued

*TOPIC: Early Identification

M9080
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9004

OBJECTIVES

49. Provide for the early identification of student needs. (13)

50. Know behaviors which indicate potential learning problems in young children. (16)

UNIT C: Programming From Assessment Results

*TOPIC: Grouping Students

OBJECTIVE

1. Use diagnostic information to group students for remediation of learning problems. (1)

*TOPIC: Planning Remediation

OBJECTIVE

2. Identify skill deficiencies and plan suitable remediation activities for them. (1)

*TOPIC: Setting Educational Goals

OBJECTIVE

3. Interpret test results and translate them into educational goals. (11)

*TOPIC: Selecting and Modifying Curriculum

OBJECTIVES

4. Select instructional activities for a student on the basis of his profile of strengths and weaknesses, derived from teacher assessment and evaluations by support personnel. (1)

5. Use assessment information to modify curriculum. (1)

6. Use diagnostic information to select and use materials and media appropriate to the needs of children. (1)

ASSESSMENT AND EVALUATION: Progress and Program Evaluation, Record Keeping, Reporting

UNIT D: Progress and Program Evaluation, Record Keeping, Reporting

*TOPIC: Developing and Maintaining Accurate Records — M9080 9071 9008 9013 9101 9062

OBJECTIVES

I. Develop a measurement system for the classroom so that monthly measures are obtained and recorded for every learner. (10)

2. Gather systematic information with regard to student performacne in relation to stated objectives. (4)

3. Utilize procedures which provide data on student progress toward instructional objectives. (4)

4. Make continuous assessment an ongoing part of the classroom activities. (1)

5. Employ formal and informal assessment techniques in an ongoing program. (1)

6. Maintain pertinent records on a child for the purpose of referral to specialists if necessary. (1)

7. Keep accurate records of children in all school related areas. (1)

8. Design a recording system for each child to record his daily progress in relation to stated objectives. (12)

9. Choose from a variety of methods for maintaining precise and accurate records of daily progress through the individualized program. (13)

*TOPIC: Grading and Reporting Progress — M9028 9016 9022 9002

OBJECTIVES

10. Develop a progress feedback system in cooperation with the students as a part of their learning experience. (1)

11. Identify the major concerns with grading and reporting student progress. (13)

ASSESSMENT AND EVALUATION: Progress and Program Evaluation, Record Keeping, Reporting, Continued

12. Compare and contrast a variety of ways of reporting student progress. (13)

13. Modify an existing reporting system to report the progress of a handicapped student. (13)

14. Keep pupils informed of their academic and social progress. (1)

15. Represent data on student progress for the student in visual form, on simple two-dimensional charts. (4)

16. Reduce and present data obtained from classroom observation and measurement in tabular and graphical form. (3)

17. Implement a program for reporting student progress that is compatible with the instructional strategy used in the classroom. (1)

18. Give immediate feedback on goal achievement that allows the student to take charge of his/her learning. (1)

19. Assist students in self-evaluation of progress toward learning and behavioral objectives. (12)

20. Assist students in self-evaluation of learning and behavior objectives. (1)

*TOPIC: Evaluation Based on Objectives and Classroom Situations

OBJECTIVES

21. Select an appropriate testing strategy and format for specific objectives and testing situations. (13)

22. Design pupil performance criteria to evaluate pupil learning behavior. (1)

23. Diagnose the learner's status in relation to the educational goals. (1)

24. Evaluate pupils' achievement of lesson objectives. (1)

25. Select or develop informal evaluation techniques to monitor the child's progress

ASSESSMENT AND EVALUATION: Progress and Program Evalution, Record Keeping, Reporting, Continued

toward stated curricula objectives. (12)

26. Develop a variety of methods to evaluate progress from which an appropriate one can be selected for a given student at a given time. (1)

*TOPIC: Formative and Summative Evaluation M9022

OBJECTIVES

27. Understand the difference between criterion referenced and normative referenced evaluation. (1)

28. Evaluate change in terms of instructional objectives and educational goals, formatively (i.e., frequent and continual) and summatively (i.e., dealing with the end results of a teaching-learning experience). (1)

TRAINING PRIORITY X. COMMUNICATION AND HUMAN RELATIONS

Unit A: Parents

*TOPIC: Parent/Teacher Conferences and Counseling

OBJECTIVES:

1. Involve the student and his parents in establishing learning and behavior goals. (1) — M9082
2. Involve parents in planning and setting goals for special services needed by their child(ren). (1) — 9102
3. Recognize the importance of follow-up in counseling parents. (1) — 9060
4. Establish a system of frequent feedback to parents. (1) — 9068
5. Serve as a supportive counselor for parents in implementing a planned program for the child's intellectual and social development. (1) — 9050
6. Inform the learner and his parents of his progress and achievements through parent/teacher conferences. (1) — 9045
7. Involve parents in solving problems related to their child. (1) — 9004
8. Write an objective summary of the learner's progress and periodically communicate such information to the student and his parents. (12) — 9099
9. Involve students and parents in evaluation of achievement and setting continuing goals based on the evaluation process. (1) — 9035
10. Interview parents as a means of supporting diagnostic data. (1) — 9052
11. Know and understand the importance of parent involvement in working with exceptional children. (1) — 9062
12. Know various approaches for working with parents. (1) — 9061
13. Know how to organize and conduct a parent conference. (1) — 9071
14. Identify elements that characterize a successful parent/teacher conference. (13) — 9028
15. Obtain parent input into pupil education. (1) — 9017
16. Establish frequent communication links with parents. (1) — 9015

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COMMUNICATION AND HUMAN RELATIONS: Parents Continued

17. Involve the parents as a member of the educational team. (1)

18. Communicate with parents in terms of the educational needs of their child and the program to be provided. (1)

19. Explain to parents the goals and teaching techniques used with their child. (1)

*TOPIC: Confidentiality

*TOPIC: Family Dynamics

UNIT B: Staff

*TOPIC: Consultative Skills

OBJECTIVES

1. Demonstrate proficiency in communicating with school personnel. (2)

2. Explain techniques useful in communicating with support personnel. (13)

3. Demonstrate the ability to communicate both effectively and informatively with support personnel. (13)

4. Demonstrate consultation skills for obtaining information from and giving information to other professionals. (1)

*TOPIC: Presentation of Programs, Services, Needs

OBJECTIVES

5. Present examples of services provided a learner eligible for special education services. (8)

6. Prepare a written description of service provided a learner eligible for special education services. (8)

*TOPIC: Progress Reporting

OBJECTIVE

7. Prepare written reports on the learner's progress for the evaluation team members and receiving teachers. (10)

Unit C: Community

*TOPIC: Presentation of Programs, Services, and Needs

OBJECTIVES

COMMUNICATION AND HUMAN RELATIONS: Community Continued

1. Understand the importance of effective and accurate communication regarding the needs of exceptional children to other individuals and agencies. (1)

2. Describe the principles and outcomes of full service educational programming to home-school outreach, community agencies, state and federal agencies in areas of coordinated efforts pertaining to placement and programming. (13)

3. Participate in activities designed to promote community awareness of the purpose of mainstreaming mildly handicapped. (1)

UNIT D: Interpersonal

*TOPIC: Communications; Verbal and Non-Verbal

OBJECTIVES

1. Seek information in order to understand. (1)

2. Utilize effective clarifying and information gathering questions. (13)

*TOPIC: Communicating Respect and Empathy

OBJECTIVES

3. Identify effective and ineffective patterns of communications. (13)

4. Describe the behavior of others in non-judgmental terms. (1)

5. Encourage others to express concerns. (1)

6. Paraphrase the other's feelings. (1)

7. Listen actively and attentively. (1)

8. Listen empathetically. (1)

9. Respond to the expressions of others in ways that do not have a binding or clueing effect. (1)

*TOPIC: Developing Trust

OBJECTIVES

10. Demonstrate concern for others. (1)

11. Demonstrate fairness, consistency and openness.

*TOPIC: Communicating Feelings

OBJECTIVE

COMMUNICATION AND HUMAN RELATIONS: Interpersonal Continued

12. Report feelings directly

*TOPIC: Problem Solving

TRAINING PRIORITY XI: PROFESSIONALISM

Unit A: Self Evaluation

*TOPIC: Evaluation of Personal Skills

OBJECTIVES

1. Develop a personal self-evaluation method. (14)
2. Analyze personal style of communication in regard to his expectations and perceptions of others. (1)
3. Analyze his own personal style of communication in regard to behavior toward others. (1)
4. Assess skills in interpersonal communications and test personal view against the perceptions of others. (1)
5. Analyze personal style of communication in regard to intentions toward others. (1)
6. Demonstrate constructive confrontation. (1)
7. Evaluate the effectiveness of personal communication with teaching personnel. (1)

*TOPIC: Evaluation of Program

OBJECTIVES

8. Evaluate instruction/instructional design. (14)
9. Demonstrate proficiency in self-assessing classroom instructional practices. (2)
10. Evaluate the effectiveness of planned and implemented individualized diagnostic programs utilizing such data collecting devices as questionnaires, rating scales and checklists, etc. (13)
11. Evaluate the effectiveness of planned and implemented individualized prescriptive programs utilizing such data collecting devices as questionnaires, rating scales and checklists. (13)
12. Evaluate attainment of performance objectives using criterion referenced measurements in teaching. (1)
13. Evaluate the effectiveness of planned and implemented behavior management programs by utilizing such data collecting devices as questionnaires, rating scales, and checklists. (13)

PROFESSIONALISM: Self Evaluation Continued

14. Evaluate the effectiveness of full service educational programming utilizing such data collecting devices as questionnaires, rating scales, and checklists. (13)

15. Know techniques for assessing individual teaching style. (1)

16. Modify teaching behavior as situations and pupils change. (1)

17. Utilize a variety of persons, materials and other resources for enhancing and continuing professional growth and for evaluating the obtained outcomes. (1)

18. Develop instructional procedures or modifying procedures to suit your own strengths. (14)

19. Develop (with staff, supervisors, teachers, etc.) both a self-improvement program for continued professional growth and the means for evaluating such a program. (1)

Unit B: Professional Development

*TOPIC: Current Issues and Research

OBJECTIVES

20. Keep abreast of developments in your own subject matter area. (14)

21. Know purposes and resources of professional organizations in special education. (1)

22. Utilize professional resources to gain current information about instructional techniques and methods. (1)

23. Utilize resources of professional organizations in programming for the handicapped and gifted. (13)

24. Know the journals and related journals in the field of special education. (1)

25. Know "current issues" related to the areas of exceptionality. (1)

26. Know the reference materials and professional literature on the education and care of the handicapped. (11)

27. Utilize various "learning theory" concepts in order to obtain optimum learning. (1)

28. State the rationale for mainstreaming in regard to the following issues: efficacy studies of the academic progress of mildly handicapped students in special vs. regular classes, labelling minority status, and legislation. (1)

29. Demonstrate knowledge of current research findings re-

PROFESSIONALISM: Professional Development Continued

garding mainstreaming programs and their implications for educational practices. (5)

30. Describe the design and findings of studies which have attempted to investigate some of the following areas:

    -the advantages/disadvantages for handicapped children of special class placement.

    -the advantages/disadvantages for handicapped children of regular class placement.

    -the advantages/disadvantages to non-handicapped children of the placement of handicapped children in regular classrooms. (6)

31. Determine from reports of behavior research which management techniques are likely to be most effective in managing a variety of behaviors. (1)

APPENDIX

COMPETENCY DOCUMENTS

1. Mainstreaming: Teacher competencies, a Summary of competences identified by the Deans' Projects, College of Education, Michigan State University, East Lansing, Michigan, April 1977.

2. TREK Competencies, Project TREK, Child Service Center, Portland, Oregon, August 1978.

3. Teacher Education and Mainstreaming Special Report, Pennsylvania Deans' Project, July 1978.

4. Special Education in Transition: A Competency Base for Classroom Teachers, M. Stephen Lilly, Associate Professor Dept of Spec. Educ...University of Minnesota, Duluth, Minnesota.

5. A Training Program for Special and Regular Educators Involved in Mainstreaming Mildly Handicapped Children, Sandra Cohen and Stephen Plaskon, University of Virginia, Charlottesville, Virginia.

6. Mainstreaming Children with Special Needs: An Independent Study Guide for Informal Seminar Groups, The Deans' Grant Project, Syracuse University, Syracuse, New York.

7. Classroom Management, Maine State Department of Educational and Cultural Services, Augusta, Maine.

8. Responsive Teacher Terminal Competency, University of Vermont Burlington, Vermont.

9. Behavior Management, A Competency Based Manual for In-Service Training, Stanley A. Fagen and Jeffrey M. Hill, In-Service Teacher Training for Mainstreaming Series, Rockville, Maryland.

10. Regular Classroom Teacher Competencies, B. J. Lates, Simmons College, Boston, Massachusetts.

11. Nature and Problems of Exceptional Children and Families, Qaisar Sultana, Old Dominion University, Norfolk, Virginia.

12. Teacher Competencies, Ruth Arnold, Stetson University, Deland, Florida (with permission from University of Alabama, Birmingham).

13. Assorted Competencies - Patricia P. Kells, Kansas State Department of Education, Topeka, Kansas.

14. Seven Clusters of the Teacher Needs Assessment Instrument, Gary Ingersoll, University of Indiana.

15. Inservice Training of Regular and Special Educators for Mainstreaming, SUNY Research Foundation, Binghamton, New York.

16. Suggestions of ad hoc committee.